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ABSTRACT

The document traces the historical background and current status of educational and rehabilitative programs for handicapped persons sponsored by Taegu University (Korea) through the Young Kwang Educational Foundation. The history and early endeavors of the Foundation are described, noting the initial impetus derived from Protestant church and missionary activities in Korea. In 1946, Rev. Young Shik Rhee founded Taegu School for the Blind and Deaf, the first private special school in Korea. During the 1950s, a program for teacher training in special education and social welfare was established at Taegu School. Beginning in the 1960s, a period of expansion for the Foundation has included the establishment of private schools (with educational programs at both primary and secondary levels) for the blind, deaf, mentally retarded, physically handicapped, and emotionally disturbed. According to statistics presented, private institutions are the predominant providers of educational programs for the handicapped in the Republic of Korea. The document, which is printed in brochure form and amply illustrated with both black and white and color photographs, concludes with a discussion of goals for the future, including the need for early intervention services, programs for the multihandicapped, and vocational rehabilitation. (JW)

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# Special Education and Welfare Activities for the Handicapped in Korea Spearheaded by Taegu University and Its Affiliated Institutions

## Let's Make the Handicapped the Light of the Global Village

by Dr. Tae Yung Rhee, President

Taegu University
Taegu, The Republic of Korea

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# SPECIAL EDUCATION AND WELFARE ACTIVITIES FOR THE HANDICAPPED IN KOREA SPEARHEADED BY TAEGU UNIVERSITY AND ITS AFFILIATED INSTITUTIONS

## – LET'S MAKE THE HANDICAPPED THE LIGHT OF THE GLOBAL VILLAGE –

by Dr. Tae Yung Rhee, President

Taegu University
Taegu, The Republic of Korea

Dr. Tae Yung Rhee, President

It is a great honor for me to have been invited to this wonderful meeting of the sixty-fifth annual convention of the Council for Exceptional Children in which have gathered the most outstanding special educators from all over the United States. I would like to tell you about the efforts which Taegu University and its affiliated institutions are making in special education and welfare for the handicapped. Special education in Korea actually started in 1894 when Dr. Rosetta Sherwood Hall, an American medical missionary, began to teach a blind girl. In seven years we are going to celebrate the centennial of the beginning of special education in our country. This was the first breakthrough in assisting the handicapped in a country which has repeatedly overwhelmed by invasions from China and Japan for many centuries.

In 1913 an institution called Jae-Seang-Won was set up by the Japanese Military Government to accomodate the homeless including the handicapped.

The education for the blind started by Dr. Hall continued and in 1926, Mr. Doo Sung Park invented a Korean Braille system called Hun-Meang-Jung-Eum. In 1946, Mr. Beck Weon Yoon, the principal of the newly started Seoul National School for the Blind and Deaf called for the use of manual alphabet as the main means of communication of the deaf, and that influenced the education of the deaf in Korea for a long time.

This year marks the forty-first anniversary of the Young Kwang Educational Foundation and the thirty-first anniversary of Taegu University which the Foundation endowed. The Foundation, which currently directs six special schools, a junior college, Taegu University and a dozen programs in community education, has a unique and eventful history.

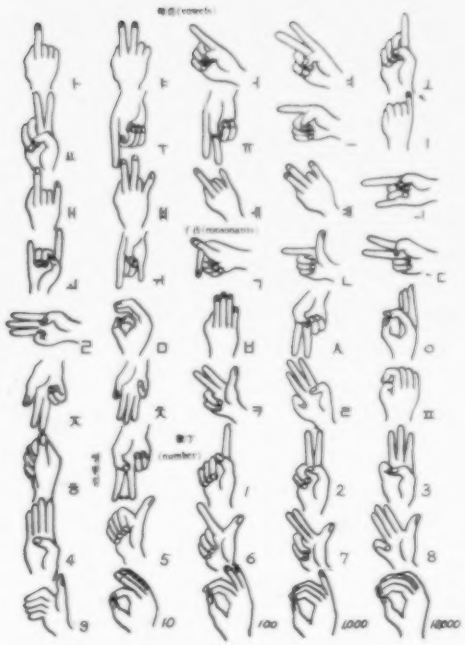
Dr. Rosetta Sherwood Hall, a medical missionary of the Northern American Methodist Church who initiated special education in Korea in 1894.

The first student being taught the Braille.

The First Oriental Conference of Special Education held in Pyongyang in 1914.

Mr. Doo Sung Park who invented the Korean Braille called Hun-Meang-Jung-Eum.

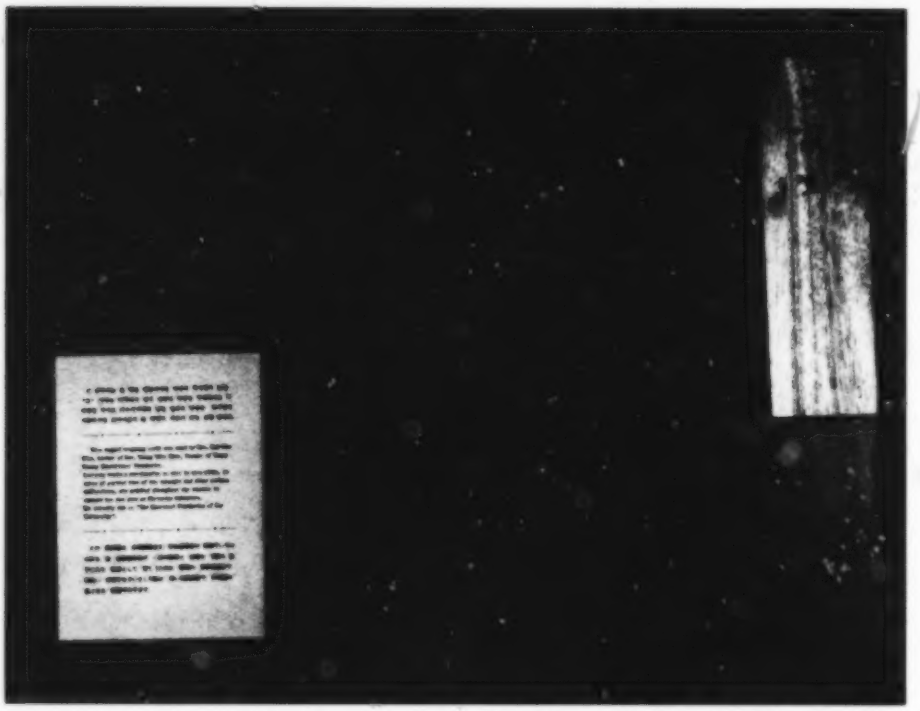
Seoul National School for the Deaf (the building was originally built in 1913 as a custodial institution for the homeless including the handicapped).



The Korean Manual Alphabet.

Mrs. Deuk Hee Kim, grandmother of Dr. Tae Yung Rhee. She is the spiritual founder of Taegu University and all its affiliates.

It was founded by my father, Reverend Young Shik Rhee, forty-one years ago, but its actual beginning dates further back eighty years when my grandmother, Mrs. Deuk Hee Kim, decided to educate her two sons to be ministers of the Lord. When her husband died, she was left in poverty with two children. Soon she became sick and blind. But she prayed and God cured her blindness. So she set her mind to preach the Word of God, especially to the unfortu-



A wrapping cloth on display in a showcase in the University Museum, Mrs. Kim used this ragged cloth to carry her merchandise while peddling across the country to educate her two sons to be ministers of the Lord.

nate. In order to educate her sons, the poor widow traveled the country as a pedler and spread the Gospel. She had a strong influence on my father in his decision to work for the handicapped.

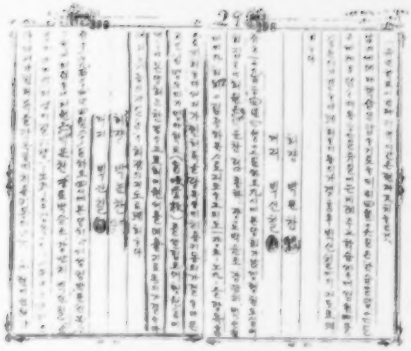
In 1919, he was put in prison for three years for fighting for Korean independence. There he became the friend of a deaf cellmate and he himself became hard of hearing from the brutal torture. These things inspired him to set up educational institutions for the handicapped.

In 1924, another important event happened in the First Presbyterian Church in Taegu that had been built by the American missionaries. Rev. Mun Chan Park, my mother's father, who was the minister at the church, obtained permission from the congregation to start a special school. But the

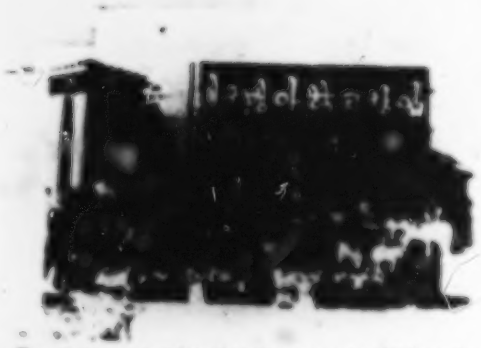
Hoo Pyong Church, the second oldest in the area built by the American missionaries, where Mrs. Kim started her evangelical life.

plan never came to pass. Anyway, it was an important step in paving the way for the Foundation for the blind and the deaf.

My father had to wait until after the Second World War to fulfill his dream. In 1946, he started a special school with eleven blind and deaf students in the basement of a church. Thus began the story of many hopes and difficulties.



The congregation proceedings of the First Presbyterian Church in Taegu Built by the American missionaries. A resolution to start a special school is contained in them.



The picture was taken to commemorate the founding of Taegu School for the Blind and Deaf (April, 1946).

Rev. Young Shik Rhee, the founder of Taegu School for the Blind and Deaf, the first private special school in Korea.

An outdoor class in the early years of the School (seen left is Rev. Rhee).

The first ten years was the hardest period, but in these years the school took its shape as an institution. One month after the school opened in April, 1946, the students were ousted from the church because they allegedly desecrated the holy place. They moved into the First Presbyterian Church but they faced the same fate a few months later.

They moved to several places, including an old residence formerly used by the missionaries with its windows and doors completely gone. Once they held the entrance ceremony in Dalsung Park, holding classes under the Shin Chun Bridge.

While working as the principal of the school, Rev. Rhee took a job as a chaplain to the Taegu House of Corrections to help finance the school. He once took the students into his official residence to conduct classes. In that trying period not only the public but also the authorities did not understand the importance of special education, not to mention human rights and the dignity of the handicapped.

An entrance ceremony. Seen between the bulidings is a part of the public buring yard containing 33,000 mound graves.

Rev. Rhee and Chaplain Estes of the 8th U.S. Army are cutting the tape in the dedication ceremony of the dormitory for the blind and deaf students.

The deaf students are practicing their skill in shoe making (April, 1950).

Faced with another challenge of ignorance on the part of the public, Rev. Rhee decided to visit churches, public offices and businesses with his students and had them demostrate what they had learned. He fought a two-fold war : public education campaign and pioneer work in special education. He also worked to help enact laws for the handicapped. At this time we had no written laws to protect them, as the country itself was developing.

As of November 12, 1949, the Alms Act of the Republic of Korea excluded the handicapped from the beneficiary bracket for the reason that they had parents. Now he led the students to the National Assembly to persuade the lawmakers. The blind students won the abacus calculation contest with the lawmakers and the deaf students sang the national anthem before them in both spoken and sign languages. Rev. Rhee himself addressed the Assembly from the

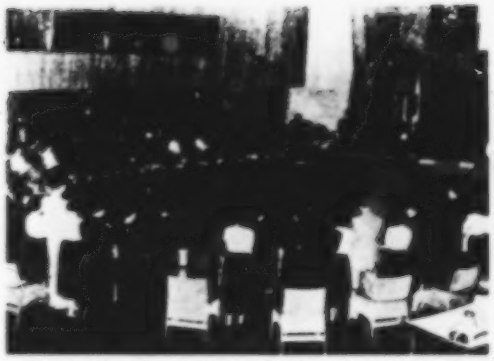
The proceedings of the National Assembly of the Republic of Korea containing the speech made by Rev. Rhee to prompt the enactment of the laws for the promotion of special education and welfare for the handicapped.

Rev. Rhee knelt before the firing squad. He was sentenced to death at a kangaroo court of the North Korean Communist soldiers after captured during the Korean War. His last word miracurously persuaded them to free him.

Speaker's podium, emphasizing the importance of the education for the handicapped and urging them to make laws for the promotion of the education and welfare for the handicapped. This speech, which was recorded in the proceedings of the National Assembly, has been considered as one of the achievements in the development of special education in Korea.

In September, 1950, during the Korean War, Rev. Rhee was captured by North Korean Communist soldiers on suspicion of being an American spy and was sentenced to death. Right before the firing squad he successfully persuaded the commander to release him. The officer was moved by his life story and decided to let him go. This episode is contained under the title of "We just Can's Kill You" in the book written by Dr. Archilbald Campbell, who served as an Americian missionary in Korea for many years.

"The Christ of Korean Hearts" written by Dr. Archbald Compbell who had served in Korea for many years as a missionary contains the story of Rev. Rhee under the title "We Just Can't Kill you".



The 1st Far East Welfare Conference for the Blind was held in Tokyo, Japan in October, 1955. President Rhee of Taegu University, then a young student of engineering in Japan, represented Korea at the meeting with the representatives from thirteen countries.

The ground-breaking ceremony for Korean College of Social Work (October, 1957), the country's first of its kind to carry out the task of educating special teachers and conducting research work in the field.

The main building of the college, which was demolished in 1981.

Dr. Tea Yung Rhee delivering an inaugulation speech as he took office of the First President of Taegu University (March, 1982) after the school's status was accredited as university.

The second decade can be classified as a period of settlement. In October, 1955, the Far East Welfare Conference of the Blind was held in Tokyo, Japan, with representatives from 13 countries attending.

As I was a student in Japan then, my father asked me to represent Korea at the gathering in his stead. He was unable to attend it because the Korean-Japanese relations had still not been normalized.

I attended the international meeting with an American woman missionary from Korea. It was a turning point in my life : I was an ambitious engineering major.

I was literally shocked to hear from an Indian delegate in a private exchange that there were more than three million blind people in India and some of them had been blinded by their parents so they could be beggars. That prompted me to follow in my father's dedication and mission.

Three months later in January 1956, I returned to Korea with my wife to take the position of vice principal of Taegu School for the Blind and Deaf. My wife Eun Ae Koh joined us as a teacher for the deaf at the school.

I found that well-trained special education

The first campus of Taegu University.

teachers were badly needed and decided to proceed with a plan to set up a four-year college for the education of teachers. And in the same year, the Korean College of Social Work was founded to conduct a department of special education with a student quota of 20, enabling us to carry out training of the teachers and research work.

In 1961, however, the Military Government ordered the four-year college to be reorganized as a two-year Junior college. Fortunately, the authorities soon realized the importance of special education and returned the school's status to a four-year college with additional departments of Social Welfare and Industrial Welfare. From that time on, we have been able to conduct full-fledged advanced educational programs for the experts in special education and social welfare.

The third decade was the period of expansion in which most of the affiliated institutions were established. But this period also saw its share of difficulties. The new system of a national preliminary examination for college entrance was implemented in 1968, under which only 150% of the nationwide entrance quota was selected from among all the candidates. Most of the qualified students applied to the colleges and universities in Seoul for the so-called popular fields such as law and business administration. One of the major dailies carried a banner on its front page, saying "Only Eight Applicants to Korean College of Social Work in Taegu", with a subtitle, "They hate to mingle with the handicapped on the same campus."

We faced the question of continuation

The second campus of the University on an area of 800 acres on the vast Munchon Lake.

or abolition then, because without students, a college is no more than an empty shell. However, all our faculty and staff members firmly united and overcame the crisis.

The last decade has seen our dreams blooming after a long severe winter. In this period the university and its affiliates have made great strides in both quality and quantity. The education programs were continuously expanded throughout the 19 70's, and in 1982 the college was accredited as a university. At the same time we accelerated the development of a large new campus on the outskirts of Taegu.

Currently, we have six campuses of varing size, some of them under development. The first campus located in the heart of Taegu City was originally a public cemetary containing about 33,000 mound graves on an area of eight acres. The blind and deaf students levelled this hilly land with their teachers, laying a foundation for their education. The campus presently has five special schools, two colleges of the university and various community education program offices.

The second campus nearing its completion covers an area of about 800 acres on a lake called Mun Chon. We have the right to use the surface of the lake with an area of roughly 400 acres. The comprehensive campus embraces seven colleges and their annexes. The third campus with an area of 80 acres accomodates a junior college with its attached institutions.

We have three more campuses in distant areas : the fourth in Kumi, an industrial city with an electronic industrial complex,

The third campus accomodating Kyongbuk Junior college.

The fourth campus in Kumi City with various community education programs for housewives, working men and women. The city is one of the leading industrial complexes in the country.

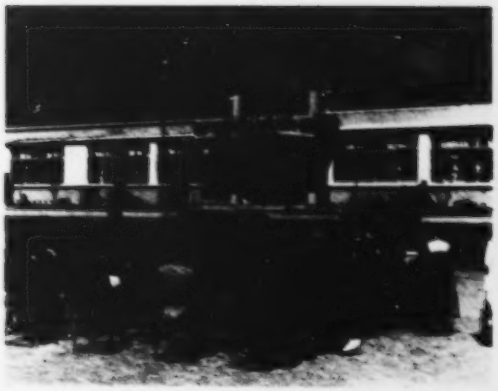
The fifth campus in Taebeak City a coal mining area. The campus is also contributed to the community education for the coal miners and employees as well as the management staff.

the fifth in Taebeak City, a coal mining area and the sixth in the rural setting of Youngchon.

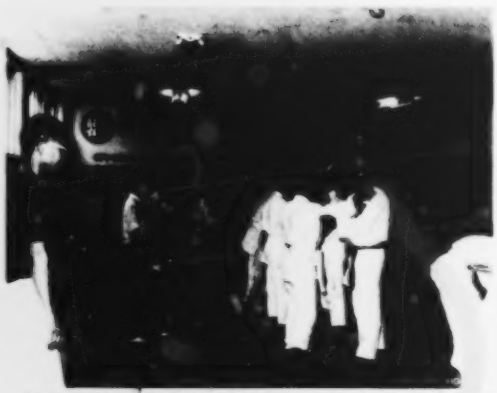
We are proud of ourselves that by overcoming all those obstacles and challenges, we have been able to contribute to the development of special education as well as to society. We have established the first private schools in Korea for the blind, for the deaf, for the the mentally retarded, for the physically handicapped, all with full primary and secondary programs. We are also operating the first school for the emotinally disturbed in the country. We recently took over an elementary school compound and turned it into a special school for the deaf and the mentally retarded.

The University's Research Institute of Special Education has been carrying out the task of developing curricula for the special classes and schools at the request of the Ministry of Education. The organization holds annual seminars and in-service training courses for the teachers and administrators from all over the country.

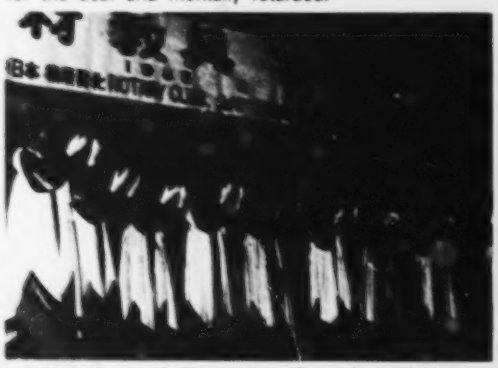
The library for the Blind attached to the University prints all the textbooks for all the Korean schools for the blind, besides producing other braille materials and talking books.



An entrance ceremony at the sixth campus in Young chon City. Dr. Rhee bought in the former public school compound and turned it into a special school for the deaf and mentally retarded.



A friendly Judo match between the students of Taegu School for the Blind and Japanese blind students



Girl students of Taegu Younghwa School for the Deaf are praising God through their artful manual language.

A classroom of Taegu Bogun School for the Physically Handicapped.

A classroom of Taegu Bomyong School for the Mentally Retarded.

Autistic youngsters are playing in the gameroom ; the activities are part of their lessons at Taegu Duek Hee School for the Emotionally Disturbed.

The Braille Library, a cultural center for the visually handicapped in Korea was established to print, collect and loan books and other instructive materials in braille and sound to help them cultivate themselves for a better life.

The Library tor the Blind on Kyongsan Campus of the University.

Parts of the Printing Process of the Braille books.

Student volunteers are taking part in the making of talking books and other recorded materials.

The then President Mr. Choi, Kyu-ha paid a visit to the University, accompanied by Governor Mr. Kim Moo-hyon of Kyongbuk Province. He made a generous donation for the building of the Libray.

The Korean Vocational Training Center for the Handicapped provide vocational guidance courses : Physical the rapy, photography, printing, shoemaking, carpentry, handicraft, gardening, dress making, knitting, tailoring.

The College of Education has been training the students in their respective fields of special education ; upon graduation, all of them are conferred teacher's licensces in special education. The Departments of Social Welfare and Industrial Welfare have produced leading experts in those fields in Korea, successfully persuading the dubious authorities and businesses to accept the much needed experts in these fields.

In 1961, we founded the Korean Vocational Training Center for the Handicapped and have been training the young people and adults in various vocations ranging from carpentry to photography.

We have fought for the legal guarantee for the rights and the dignity of the handicapped citizens. The Special Education Promotion Law(1977) and Welfare Law for the Handicapped(1981) are the typical rewards of our endeavors.

We provide a variety of community education programs at the college-level for the senior citizens, industrial workers, housewives, residents of various institutions. The programs are carried out on an off-campus

or an extension basis.

The professors of our university visit the cities and institutions where the programs are conducted. We also operate the College of Domestic Jurisprudence to train expert-counsellors and volunteers who will help solve the family problems and reduce the increasing divorce rate. The community education programs initiated by our university have opened a new horizon in life-long education in the country.

Within five years five more special schools will be added to our affiliates.

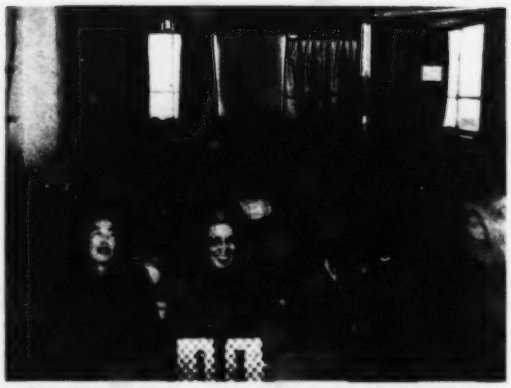
I am planning to build one in the industrial port city of Pohang which is famous for its steel and iron works, one in the coal mining area of Taebeak, one in the southern port city of Chungmoo, another one in Kyongsan near our third campus, and still another in Sungju, my hometown.

We are now rounding off the 20th century, but in our imagination we are already living in the next century.

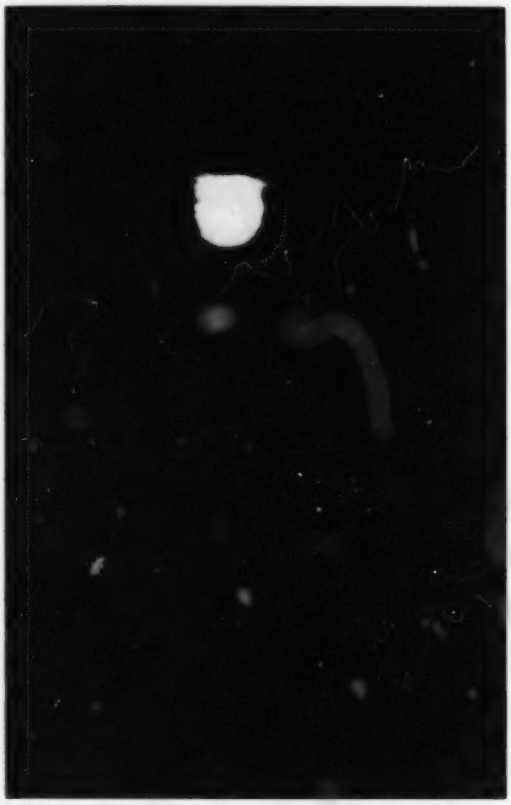
I believe all of us are working together toward the same end to create an ideal environment for the less fortunate.

Currently, Taegu University has nine colleges : of humanities, law and public administration, economics and business administration, science and engineering, agriculture, home economics, fine arts and education. In addition to the Graduate School which provides a variety of master's and doctoral programs, the University has seperate graduate programs in social development and in teacher education. A total of 15,000 students and 800 faculty and staff members are working in the nine colleges, three graduate schools, six special schools and in various affiliated or attached institutions.

All of us will make unsparing efforts to produce talented men and women in their respective fields by providing them with a good education based on the founding spirit of love, light and freedom.



The elderly citizens are taking lessons in their classroom at the Senior Citizens' Welfare College, which was established on Sept. 1, 1975 as an affiliate to the University.



Within Five years, five more special schools will be established at the indicated sites on the map as the affiliates to the University.

As you fully understand, we are not merely physical, physiological or psychological beings.

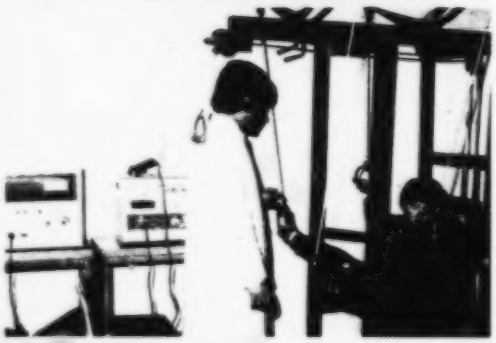
These individual properties are important, but there is one more important essence : we are social beings. When greater emphasis is placed on this social nature of man we can create a better social environment. Therefore, we are responsible for forming an uptimum social environment for everybody, especially for the handicapped to accomplish their ordained tasks or missions in life.

When the rights of the handicapped are fully guaranteed and they are given every priority in whatever they do, we can truly say we are living in a civilized global village.

For this, our value system, first of all, should be changed. The prevalent values based on materialism, mammonism and excessive ambition for power and success should be shifted to the one based upon the dignity of the human race. We must free ourselves from the bondage of our idea that science is omnipotent. Instead, we should make the most of the technology

Domestic Welfare College for the working women : Taegu University conducts this program in Kumi.

Home Welfare College for housewives in Taegu : presently, the University conducts a college-level community education program for housewives and working women in the following areas : Kumi, Kimchon, Youngchon, Jumchon, Euisung, Kyongsan, Chilgok, Sungju, Uljin, and Kunwi, all in Kyongbuk Province.



The Rehabilitation Center provides pre-school aged physically handicapped with various training to restore their impaired abilities.

Physical Therapy Center.
Visual Training Center.
Speech Therapy Center.
Psychological Rehabilitation Center.

we have developed so far to bring forth an era in which every citizen of the global village enjoys his life to the utmost.

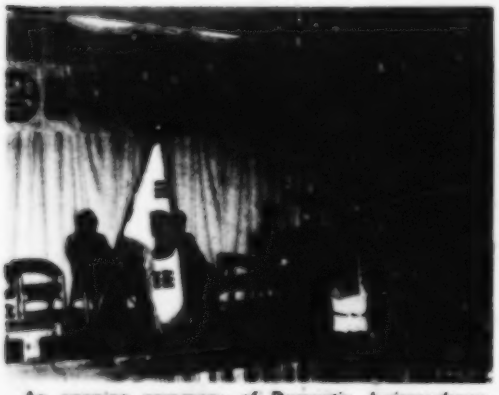
I would like to emphasize that now is the time that we should stop catering to corporal desire but turn to attain equilibrium of mind and harmony with the nature.

I appreciate this opportunity to tell you about my country's special education and its facilities, social welfare for the handicapped and rehabilitation institutions and their activities, together with my opinion of the measures to continue these efforts.

According to last year census, The Republic of Korea has a population of about 42,000,000 people and an estimated 1,000,000 of them are handicapped.

North Korea has about 20,000,000 people, but no statistics are available from that closed society.

Here are charts and tables showing the present status of the country's education, welfare and rehibilitation for the handicapped.

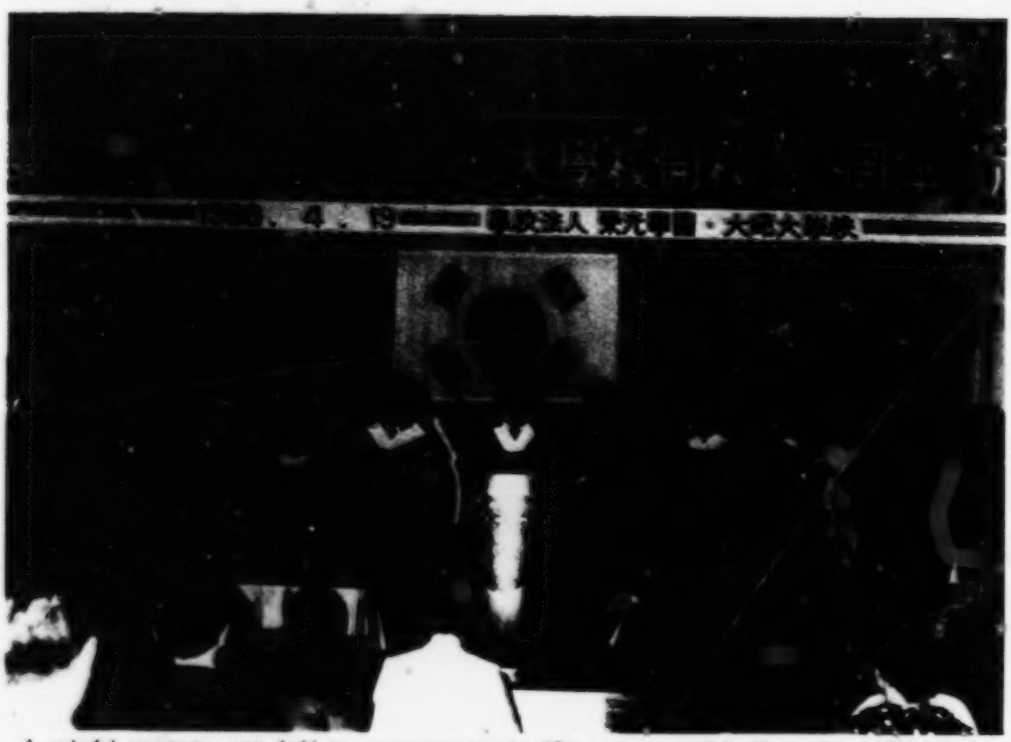


An opening ceremony of Domestic Jurisprudence College in Taegu : The purpose of the program is to train volunteer counsellors to reduce the ever-increasing divorce rate.

Hellen Keller Welfare College which is contributed to the education and guidance of the blind people in their social life.

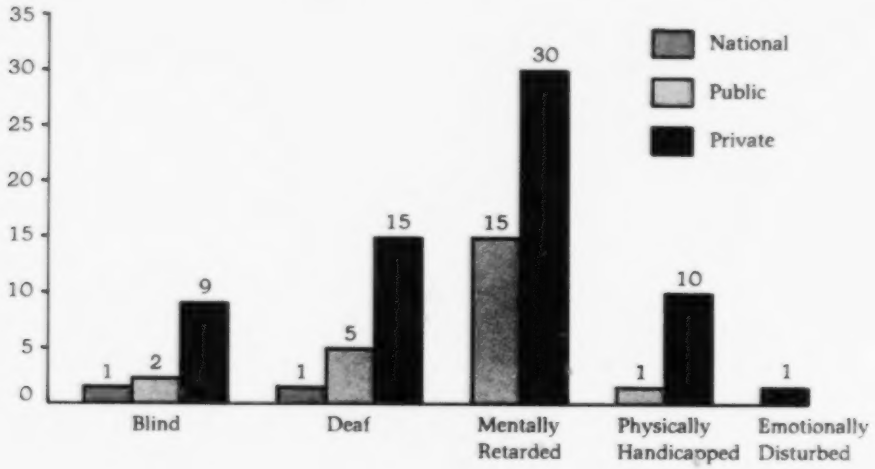
Rick Hensen is warmly met by Dr. Rhee while visiting the University on his wheeling trip around the world.

Second generation youngsters and youth of Korean residents overseas are taking part in the summer school programs provided by the International Education Institute of the University.



A colorful ceremony was held to commemorate the 40th anniversary of the Young Kwang Educational Foundation and the 30th anniversary of Taegu University on April 19, 1986.

(1) Special Schools



(2) Special Classes for the Mentally Retarded

(3) Colleges and Universities with Departments of Special Education

| Classification \ Regions | Seoul | Pusan | Taegu | Inchon | Kyonggi | Kangwon | Chungbuk | Chungnam | Chonbuk | Chonnam | Kyongbuk | Kyongnam | Cheju | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| National | | | | | | | | 1 | | | | | | 1 |
| Private | 2 | | 1 | | 1 | | | | 1 | | | | | 5 |
| Total | 2 | | 1 | | 1 | | | 1 | 1 | | | | | 6 |

(4) Welfare Facilities for the Handicapped

| Handicapping Conditions \ Regions | Seoul | Pusan | Taegu | Inchon | Kyonggi | Kangwon | Chungbuk | Chungnam | Chonbuk | Chonnam | Kyongbuk | Kyongnam | Cheju | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Blind | 3 | 1 | | 1 | | | 2 | | 1 | 2 | | | | 10 |
| Deaf | 1 | 2 | | 1 | 2 | | 1 | 1 | 1 | 2 | | 1 | | 12 |
| Mentally Retarded | 7 | 3 | 2 | 2 | 4 | | 1 | 3 | 1 | 2 | 1 | 1 | | 27 |
| Physically Handicapped | 5 | 4 | 4 | 2 | 1 | | 1 | 1 | 1 | 1 | 4 | 2 | | 26 |
| Multi-handicapped | 1 | 1 | | | 3 | 1 | 2 | 1 | | | 1 | 1 | | 11 |
| Total | 17 | 11 | 6 | 6 | 10 | 1 | 7 | 6 | 4 | 7 | 6 | 5 | | 86 |

(5) Schools and Institutions for Early Intervention, Treatment and Rehabilitation

| Facilities for \ Regions | Seoul | Pusan | Taegu | Inchon | Kyonggi | Kangwon | Chungbuk | Chungnam | Chonbuk | Chonnam | Kyongbuk | Kyongnam | Cheju | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Early Intervention | 19 | | | 1 | | | 1 | | | 2 | | | | 23 |
| Treatment | 11 | 1 | 1 | 1 | | 1 | | | 1 | | | | | 16 |
| Rehabilitation | 11 | | | | | | | | 1 | | | | | 12 |
| Total | 41 | 1 | 1 | 2 | | 1 | 1 | | 2 | 2 | | | | 51 |

(6) Colleges and Universities with Departments of Social Welfare

| Classification \ Regions | Seoul | Pusan | Taegu | Inchon | Kyonggi | Kangwon | Chungbuk | Chungnam | Chonbuk | Chonnam | Kyongbuk | Kyongnam | Cheju | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| National | 1 | 1 | 1 | | | | | | | | | | | 3 |
| Private | 10 | 1 | 1 | | 2 | 2 | 1 | | 2 | | 1 | 1 | | 21 |
| Total | 11 | 2 | 2 | | 2 | 2 | 1 | | 2 | | 1 | 1 | | 24 |

The most knotty problems facing us in Korea are those of rehabilitation medicine including preventive measures, early detection, early intervention and the training of the specialists in the fields.

The statistics taken by the Korean National Health Institute in 1982 shows that 81.5% of the handicapping conditions stem from post-natal causes, while 5.7% of them are caused by congenital conditions. From the statistics, we can see that we must pay more attention to the safety measures to prevent the industrial and traffic accidents, abuses of medication and other causes wrought by the industrial development.

Earlier detection and intervention are badly needed for us to reduce the degrees of handicapping conditions on the one hand and on the other, to help them in early rehabilitation and adjustment to society.

We know that cerebral palsy has two symptoms, hemolytic jaundice and cerebral anoxia, but if we intervene in the stage of the former, we can prevent the onset of the serious case, and possibly restore the patient to a normal condition. Still more, even in the case of cerebral anoxia, an early intervention will provides us with the chance of curing the case completely.

We theoretically know these processses, but we do not have any written law or regulations requiring those who detect such cases to report to the appropriate medical organizations or the specialists as in the northern European countries and in some states of America.

We are in urgent need to train specialists such as physical therapists, occupatioanl therapists and speech therapists.

Starting with our bare hands, we have made considerable achievements in special education through much trial and error. With these experiences, we will continue our efforts to improve the education and well-being of the handicapped with emphasis on the following tasks :

First, we will intensify the programs to help them actualize themselves.

We understand self-actualization can be obtained through loving care that will teach them to love others, to have a sense of good judgement, and to experience the sense of fulfillment. These are the three principles of our education to raise the handicapped to be contributing members of society.

Secondly, we will continue expanding special education facilities and services. With the present facilities, we can educate only 17% of the school-aged handicapped in the country(as of February, 1986). We will strive to enlist help from all possible quarters to build enough facilities by the early part of twenty-first century.

Thirdly, we will make more efforts to improve the quality and variety of the education. The ever-increasing challenges call for more systematic educational programs for both the children and the teachers.

The country is in urgent need of a variety of services for its handicapped children and their parents including "at risk" services, infant services, early intervention services, pre-school programs, respite services, outreach or home-bound services, parent home services or services for the child after he leaves the special education system.

We know that intensified programs for well-trained teachers are also urgently needed. To meet the demand we are promoting international exchange programs in personnel and expertise as well as research activities.

Fourth, we will continuously improve vocational training by more thoroughly assessing the handicapped people's aptitudes and abilities, and through improving the conditions of training.

One of the main purposes of special education is to prepare them to lead a self-reliant life. We have been training them

in their chosen fields at the high-school level, but we are planning to extend the period to the years of junior college.

We must also expand the programs for the multi-handicapped who have been paid too little attention. Our efforts will be made to promote research on the educational system, method and curriculum, and to provide better medical care. We have a plan designed to provide better training courses for the assistants and therapists and to intensify home services for the children and parents when the services of the school or institution are not directly available.

We have to solve the problem of life-long education and career education for the handicapped, and provide the services they will need throughout their lives. Thus, early intervention and adult education for the senior citizens should be intensified, together with welfare programs for them.

And finally, we have to proceed with mainstream education or at least with a plan for the handicapped to have contact with other people more often than they do now.

In short, we will accelerate the normalization and mainstreaming through a combination of the specific conditions of the handicapped and the other students. We hope the special education programs will be a model for all the educational measures in the future and these theories and practices of special education will set the guidelines for the period to come.

As for social rehabilitation, it is aimed to humanize the whole society and to bring the handicapped into positive coexistence as full members of society so that all of them may achieve their full potential.

Thus social rehabiitation is to help recognize each individual in society, eradicate the undesirable tendency of making light of human nature, and rennovate society itself to function as real human community. To achieve this, the primary impediment or impairment should be treated or removed, and the secondary impediment or disability, which restricts an individual's life, should be reduced or eliminated with the help of medical care, or psychological, educational and functional therapy. And the social environment, in which the people with the third impediment or handicap live, should be improved. Social rehabilitation requires an ecological rennovation of the four environments : home, institutions, community, and the nation.

I think there are several prerequisites for the improvement of the social environment. First, the home environment must be improved. the family is the basic unit of society, the spring of love and happiness, especially for the handicapped. The core of social rehabilitation is to cultivate the residual abilities of the handicapped and to train them to adapt to the domestic and social life. Therefore, the education of the handicapped and enlightenment of the public should begin with the family.

In the present society which is crippled with discrimination and bias, the home must be the place where the handicapped enjoy peace and tender loving care.

This coming century is expected to be the era of the woman, or the era of the home. With the so-called "Third Wave" at hand, the period of the deindustrialization is beginning : with the advancement of computer and communication system the industries that have until now been factory-based will be shifed to the home.

This is a great news for the home-bound severely handicapped : the trend will naturally bring about home-based employment.

In this context, the importance of the home can not be overemphasized in the education of the handicapped.

Secondly, institutions and facilities in the country are under-staffed and under-equi-

pped and limited in number, even though we provide a good deal of tender loving care. Furthermore, these facilities have been used for the custodial care for the handicapped, not for the positive rehabilitation.

Now we are facing the need to improve the management and to increase the number of the facillities with the governing principle of greater involvement of the community in order to bring about the ideal of community based operation.

We know that even when the facilities are sufficiently equipped with education and medical services for the rehabilitation of the residents, we have to help them not to live in dependence on the facilities.

At present, 80% of the budget of a facility or school for the handicapped is met by the government, but the administrative and financial assistance of the government must be greatly increased.

Thidrly, as in the case of education, the social environment must be improved : Systematic vocational training, the establishment and development of community care center, the promotion of the volunteer activities, fund-raising and the education of the public are all included in this effort.

The public buildings, streets and the transportation systems must be designed for the convenience of the handicapped.

By the beginning of the twenty-first century, we hope that people who use wheelchairs will lead their lives as comfortably as the able-bodied people at school, at home, at their jobs and even on the streets.

The welfare policy for the handicapped should be aimed at providing a balanced distribution of wealth for the beneficiaries. In the 19th century the state was an onlooker, while in the 20th century it has been a mediator. In the coming century, we hope it will participate more positively, taking the lead in all areas of the welfare system.

The country should be prepared for this trend and by the end of this decade it should take the following measures : a minimum wage system, unemployment insurance, a welfare pension system, legal guarantee of allocated employment for all handicapped persons.

Now, I would like to talk about the vocational rehabilitation.

We know one of the things which define the human condition is the job.

Through occupation, human beings become active participants in society and occupation brings to them a means of sustenance as well as the pleasure of living. For the handicapped; it has more meaning than for the able-bodied, because it will increase the pleasure in life. Because of their restrictions, the employers must be willing to make the necessary arrangement when they employ the handicapped people and we must provide everything necessary for their employment, extra jobs and their avocations.

I would like to mention some of the measures we are planning to take in the near future. First, legislation to promote the employment of the handicapped must be enacted, preferably before the 8th Paralympics which will be held in Korea in next year. Taking into account the present industrial level in Korea, the law should provide for allocated and reserved employment.

It should contain provisions for the diagnosis, assessment, occupational therapy and vocational training.

Secondly, the existing vocational training facilities should also be open to the handicapped so that they can work together with the rest of society.

Thirdly, we must give more attention to the training of specialists, the improvement of training methods and the establi-

shment of clearing houses for information.

The businesses or enterprises which do not meet the quotas of allocated employment must pay their share of penalties which will be used to operate the vocational training centers for the handicapped. In order to develop the programs of vocational rehabilitation, the Korea Labor Welfare Corporation should set up institutes for vocational rehabilitation to be operated in close cooperation with related institutes at the universities at home and abroad.

Sheltered workshops and factories should be established by the government for the severely handicapped and these should receive the benefits of tax-exemptions. Together with these, I would like to stress the necessity of applying the advanced technology of electronic engineering to the education and rehabilitation for the handicapped.

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Taegu University will carry out the threefold aim ; training specialists and leaders, conducting academic research work as well as serving society.

As the university precept "Foster a Great Ambition" indicates, we will do our best to produce future leaders of good character and personality equipped with broad knowledge in their fields, who will dedicate themselves to the making of a new world—a world free from war, disease and industrial accidents as well as irregularities and injustice, a world full of happiness and prosperity, in which everyone enjoys longevity and practices a good code of ethics ; respect for the elders and filial piety.

To this end, we will make an unsparing effort to develop the university as a world-class institution and proceed with the establishment of a welfare complex for the handicapped and a welfare center for the senior citizens.

With the belief that realization of the ideal of welfare for all, especially for the handicapped is the yardstick or barometer of the human efforts to bring forth a blooming civilization, we will persue the measures until the handicapped become the salt and the light of the world.

I would like to close with a story about Buddha and his deciple Chulli-Panduka. The young man was a severely retarded. He couldn't even remember his own name. When asked for his name he pointed to his name tag, but sometimes he even forgot to do that.

Buddha met him when he was being beaten by his brother, and took him under his protection, giving him the job of cleaning the yards of his temples.

He did his task very well. One day three years later, Buddha was asked to be the main preacher at a great service. The meeting was expected to be one of the greatest events in Buddhist history and Buddha was to deliver a great teaching to the attendants including high priests and teachers from all over India. But Buddha brought his yard cleaner to the platform and introduced him as the preacher for the service.

The audience stirred and murmured that Buddha was too old now and had chosen the wrong person for the occasion.

Chulli-Panduka took the pulpit and opened his mouth, "I am here today at the request of our great teacher Buddha, but I don't know anything about Buddhism. I don's know what to say to you. All I know is how to clean the yards. That I have done for the past three years. I think I am the best one in cleaning the yards.

I think we are all here today to clean the yards of our hearts, aren't we?"

Everyone present nodded in agreement and felt ashamed of themselves.

It was really a wonderful sermon. The retarded man had given great enlightenment to the audience.

I would like to pay my deepest thanks and respect for your having dedicated yourselves to special education with the faith in love and hope. I trust that your dedication will surely provide an inspiration for those who are healthy, but ignorant to encourage them to turn away from committing every folly.

I pray all of you will be evermore successful in your work and that God may bless you and your families. I hope to see you all at the Paralympics to be held in Seoul in Octorber 1988 right after the 1988 Summer Olympic Games.

Thank You.

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TAEGU UNIVERSITY